

<b>LEA Name:</b>	Rochester City School District
<b>LEA BEDS Code:</b>	261600010097
<b>School Name:</b>	Vanguard Collegiate High School #97

**ENTER DATA INTO**

### **2017-2018 School Comprehensive Education Plan (SCEP)**

<b>Contact Name</b>	Ed Mascadri	<b>Title</b>
<b>Phone</b>	585-324-3760	<b>Email</b>
<b>Website for Published Plan</b>		

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE BOARD OF EDUCATION IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

#### **THE SIGNATURES BELOW CONFIRM APPROVAL.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>
Superintendent		
President, B.O.E. / Chancellor or Chancellor's Designee		

**ALL YELLOW CELLS.**

)

Acting Principal
edward.mascadri@rcsdk12.org

**E CHANCELLOR'S DESIGNEE) IS**

/aiver as detailed on page 1 of this  
nissioner.

Date

X



X



X

X

## **Statement of Assurances**

**By signing this document, the Local Education Agency certifies that:**

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student a
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

attendance.

## School Leadership Team

**SCHOOL LEADERSHIP TEAM:** The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 or involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be consulted. Although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

**Instructions:** List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide the meeting date(s) and location(s). Stakeholders should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)
June 15, 2018	Library	
August 8, 2018	Library	

Name	Title / Organization	
Ed Mascadri	Principal / Vanguard Collegiate High School	
Nyree Wims-Hall	Assistant Principal / Vanguard Collegiate High School	
Jerome Vacca	Assistant Principal / Vanguard Collegiate High School	
Howard Krug	Teacher / Vanguard Collegiate High School	
Susan Hollister-Cronberger	Teacher / Vanguard Collegiate High School	
Adel Bouallagui	Teacher / Vanguard Collegiate High School	
Margery Musinger	School Counselor / Vanguard Collegiate High School	
Lorraine Lawrence	Teacher / Vanguard Collegiate High School	
Wanda Adames	Clerical / Vanguard Collegiate High School	
Gloria LaJuett	Social Worker / Vanguard Collegiate High School	
Dawn Jones	Teacher / Vanguard Collegiate High School	
Nora Roman	Parent Liason / Vanguard Collegiate High School	
Glendaliz Villanueva	Parent / Vanguard Collegiate High School	
Grisel Gonzalez	Parent / Vanguard Collegiate High School	
Eriberta Walter	Parent / Vanguard Collegiate High School	
Ruth Vargas	Parent / Vanguard Collegiate High School	

Nydia Romero	Parent / Vanguard Collegiate High School	






**1. R**

X

**2. R**

X

**3. R**

X

**4. R**

X

**5. R**

X

**6. Ic**

X



## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**ate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

**ate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").**

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

**ate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark**

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**ate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").**

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

**ate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark**

Limited Degree (Fewer than 20% of planned activities were funded.)

Partial Degree (Fewer than 50% of planned activities were funded.)

Moderate Degree (At least 50% of planned activities were funded.)

Major Degree (At least 90% of planned activities were funded.)

**Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").**

Tenet 1: District Leadership and Capacity

Tenet 2: School Leader Practices and Decisions

Tenet 3: Curriculum Development and Support

Tenet 4: Teacher Practices and Decisions

Tenet 5: Student Social and Emotional Developmental Health

Tenet 6: Family and Community Engagement

**In reflecting on the PREVIOUS YEAR'S PLAN:**

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Decrease in short term suspension rates by ---% attributed to fully operational helpzone accessible directly by teachers.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Modifications to professional learning provided by the school. professional learning was targeted based on classroom walkthrough observations. Walkthrough tool was recreated to meet the needs of administrators and provide immediate feedback to teachers. addressed low teacher morale through community building and professional learning. created social and emotional team to begin to respond to the needs of students. created an online referral process to have a quick detailed overview of who sent the students, why, and how they are feeling.

**In developing the CURRENT YEAR'S plan:**

Viable PTO, best possible alignment of teacher skills and strengths, as it relates to teaching assignments. Availability of helpzone. Provide relevant

- List the identified needs in the school that will be targeted for improvement in this plan.

Student social-emotional development, increase Math and ELA scores, improve attendance and graduation rates, address social/emotional needs of

**• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified**

Guiding principles of excellence, passion, integrity, and community. Excellence is about our commitment to helping students academically be the best they can be (increasing test scores and graduation rates). Passion is about the level of commitment we and our students have for our school and the work that must take place to better it. Striving always to do our best and acknowledging when we have not.

**• List the student academic achievement targets for the identified subgroups in the current plan.**

65% or higher on all regents exams.

**• Describe how school structures will drive strategic implementation of the mission/guiding principles.**

N/A or TBD

**• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.**

Lack of human resources, resources and support for SWDs, Ells, and struggling students. Principal will work with Human Resources for staffing needs.

**• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.**

Restorative practices, differentiated instruction, and learning how to develop high-quality questioning.

**• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.**

Town meetings, establishing partnerships, newsletters, sharing data and events, and home visits.

**• List all the ways in which the current plan will be made widely available to the public.**

School and district website, main office, staff lounge, PTO, and SBPT.

**• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.**

N/A

<b>Tenet 2 - School Leader Practices and Decisions</b>
<b>B1. Most Recent DTSDE Review Date:</b>
<b>B2. DTSDE Review Type:</b>

**C1. Needs Statement:** Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.

**D1. SMART Goal:** Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

**D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor progress toward the goal.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.
7/1/2019	8/31/2020
7/1/2019	8/1/2020
9/1/2019	6/20/2020
9/1/2019	9/2019
10/1/2019	6/20/2020



10/1/2019	6/20/2020
8/1/2018	6/1/2019
10/1/2019	11/1/2019
7/1/2019	6/1/2020
7/1/2019	8/31/2020
9/1/2019	6/1/2020
7/1/2019	8/31/2019
7/1/2019	8/31/2020
7/1/2019	8/31/2020
7/1/2019	8/31/2020
9/1/2019	6/20/2020

## Tenet 2: School Leader Practices and Decisions

**Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.**

May 22, 2018 - May 24, 2018

State-Led

According to the recommendations of the recent DTSDE review, by September 24, 2018 the school leadership team should conduct a minimum of one non-evaluative, informal walkthrough visit in each classroom at least once a month. The focus of these walkthroughs should be (Tenet 3 and Tenet 4) the development and posting of open ended questions and student engagement.

The School leadership Team will conduct at least a minimum of one non-evaluative informal classroom walkthrough visit in each classroom at least once a month. The focus of these walkthroughs will be based on Tenet 3, Tenet 4 and on instructional needs as observed by the School Leadership Team.

Teachers will receive immediate feedback from the informal walkthroughs sent from the school's Classroom Walkthrough Tool. The School Leadership Team will arrange follow up conferences with each teacher to participate in dialogue in response to the walkthrough.

**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**

Administrators will provide summer opportunity for professional learning on open-ended questioning and student engagement protocols.

Teachers will receive tentative teaching assignments by August 1st

Walkthrough tool will be updated monthly to align with observe instructional needs

Create department leaders to facilitate collaborative work amongst teachers

Create a google sheet to track walkthroughs and update it throughout the year

Disaggregate and share the data from the administrative classroom walkthrough tool to improve instruction through summary reports to be shared during staff meetings. [Administrators]

Administrators will have weekly meetings with individual teachers to discuss, walkthrough data, professional learning, and teacher/student growth. Future walkthroughs will monitor implementation of instructional strategies and improvement.

Plan and pre-schedule events for the school year

Offer TCI training to entire staff

Revisit Staff Operational Handbook. Create posters for classrooms. Incorporate into vertical and horizontal team meetings

Publish monthly classroom walkthrough focuses in the newsletter [Administrators]

If staff availability permits, use hall monitors, BOT support, adjust location of BOT room away from front of the school

Schedule mandatory department and grade level team meetings during the school day and after school

Eliminate administrative staff turnover

Continue to build on CTE programs, create more pathways for students

Incorporate hall monitor, BOT support in administrative assignments

**Tenet 3 - Curriculum Development and Support**

**B1. Most Recent DTSDE Review Date:**

**B2. DTSDE Review Type:**

**C1. Needs Statement:** Create a clear and concise statement that addresses the

**D1. SMART Goal:** Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

**D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.
8/1/2019	6/1/2020
8/1/2019	8/31/2019
8/1/2019	11/1/2019
8/1/2019	



### Tenet 3: Curriculum Development and Support

**Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.**

May 22, 2018 - May 24, 2018

State-Led

Based on the recommendation of the DTSDE review conducted in May 2018, it was recommended that school leaders should ensure that each teacher plans and posts a minimum of one open-ended question in their classroom for each lesson that they teach.

During the 2019-2020 school year, teachers will participate in professional learning about using open-ended higher order thinking questions. This learning will take place during the bi-weekly professional development series scheduled by the SBPT in the summer of 2019. The goal will be measured by the observation of all classroom teachers including at least one open-ended question in lesson plans and in the instructional delivery. This data will be collected with the use of the Classroom Walkthrough Tool.

?

Each teacher will receive at least one walkthrough per month to ensure implementation and monitoring of open ended questions and student engagement protocols. Lesson plans will be available for administrator's review.

**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**

Teachers will receive professional learning during a summer retreat on the higher order thinking questioning and student engagement protocol. This learning will continue throughout the school year. Dates will be determined by SBPT meeting in August 2019. Number of sessions will be determined by data provided by the Classroom Walkthrough Tool.

By August 31st, 2019, lesson templates will be discussed at SBPT for consideration and selection. Teachers will be required to use this template during the 2019-2020 school year.

Identify and or create common assessments to be used by departments school wide.

Employ a Community School coordinator to assist in the development of community partnerships to assist tutoring, instructional support and regents review

Require staff to incorporate visuals into their lesson planning and instruction

Plan and schedule PD

Establish learning walks 2 times during the year

Develop monthly instructional focuses

<b>Tenet 4 - Teacher Practices and Decisions</b>	
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.
9/4/2019	6/28/2020
9/4/2018	6/28/2019





## Tenet 4: Teacher Practices and Decisions

**Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent**

May 22, 2018 - May 24, 2018

State-Led

Based on the recommendation of the DTSDE review, beginning September 5, 2019, school leaders should ensure that each teacher has their students work with their peers to reflect upon and respond to open-ended question(s) that they have posted in their classroom.

During the 2019-2020 school year, 100% of teachers will use the SBPT approved lesson plan template and higher order question driven instruction. This will be monitored by monthly classroom walkthroughs and feedback will be given during individual teacher meetings.

This will be monitored by monthly classroom walkthroughs, professional development sign in, and rewsults on surveys.

**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**

During the 2019-2020 school year, 100% of teachers will use the SBPT approved lesson plan template and higher order question driven instruction.

Develop lessons to focus on literacy

Develop lessons to increase student engagement

Teachers should take required professional learning about cultural heritage and knowledge

Professional Learning Time/Opportunity through summer

Develop exemplary lessons/units and ensure congruency throughout

Assessment of student knowledge/cognitive levels to determine academic placement /courses


<b>Tenet 5 - Student Social and Emotional Developmental Health</b>
<b>B1. Most Recent DTSDE Review Date:</b>
<b>B2. DTSDE Review Type:</b>

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.
9/4/2018	6/15/2019
9/4/2018	6/15/2019



## Tenet 5: Student Social and Emotional Developmental Health

**Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.**

May 22, 2018 - May 24, 2018

State-Led

Based on the recommendation of the DTSDE review, beginning September 2018, school leaders should develop a written plan to support students that may have social, emotional or behavioral needs. This plan should be communicated to staff, students and families of the school. Provide training to staff and families necessary to learn how to identify students in school who may have social, emotional, or behavioral needs and how to refer a child to the social emotional team for support.

During the 2019-2020 school year, a Social Emotional Team will be created. The team will design a referral system to identify the students in need of social and emotional support.

The Social Emotional Team will track the referrals and review the data.

**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**

School Administration will create a Social Emotional Support Team comprised of teachers and support staff, to review current student needs and to identify and match those student needs to interventions.

Provide Professional Development in Restorative Practices for teachers and staff to improve the social and emotional well being of students and create healthier relationships between and among students, adults, and families.

After returning from suspension student should work with a member of the Social Emotional Support Team to complete the return from suspension process
Student Support Service team will continue to seek outside community resources to assist in meeting the needs of Vanguard Students.
Offer educational alternatives "Afternoon School" in conjunction with social & emotional developmental activities (i.e. counseling, restorative circles, etc)
Implement "Family of 10" allowing for staff to build positive, trusting relationships with students and families.
of children will be met.
Bring together all in school agencies into social emotional team meetings (once a month) ie. Hillside, Center for Youth, Americorp, etc.)
Support Groups incorporated into Family of 10
Advertisement of clubs and groups in monthly counselor newsletter
Better coordination of Family of Ten
Offer professional development to address classroom management strategies that support student's social/emotional needs

<b>Tenet 6 - Family and Community Engagement</b>
<b>B1. Most Recent DTSDE Review Date:</b>
<b>B2. DTSDE Review Type:</b>

**C1. Needs Statement:** Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.

**D1. SMART Goal:** Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

**D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor progress toward the goal.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.
9/4/2018	6/15/2019
9/4/2018	6/15/2019
9/4/2018	6/15/2019



9/4/2018	6/15/2019

## Tenet 6: Family and Community Engagement

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

May 22, 2018 - May 24, 2018

State-Led

According to the recommendations of the recent DTSDE review, beginning September 2018, the school leadership should ensure that each child is matched up with an adult who will call the child's family a minimum of once a quarter to share positive news about the child.

100% of students will be paired up with an adult to participate in a social emotional development group called the family of 10. The family of 10 will be in alignment with resorative practices.

Google Form for selection and assignment of Family of 10  
Half Day time allocated for Family of 10 interaction  
Staff and student surveys monitoring progress

**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.

School leaders, teachers, home school assistant, and school partners will have two parent engagement activities for all stakeholders which will include dinner

In collaboration with the school leaders, teachers, school partners and the home school assistant the school's web master will keep and update the school's website to reflect current events.

The school leaders, school partners, parents, and the home school assistant will create a parent & community committee to inform and address parents and community regarding school climate, data, and identified issues or concerns.

Create a school-wide electronic communication log.

Build time into the school day (Supt Conf. Day, Half Days) for staff to conduct home visits

Schedule events at different times throughout the day.

Schedule mandatory meetings at the school instead of community locations

Schedule activities to showcase and honor student work

Schedule parent trainings for Parent Connect

Utilize Central Office to translate all material to meet the needs of students and families

Incorporate more personal ways to invite parents to events and meetings